DOCUMENT RESUME

ED 423 629 EC 305 971

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TITLE	Project STEPS: Assessment of Current Transition Practices and Transition System Development Plan.
INSTITUTION	Child Development Centers of the Bluegrass, Lexington, KY.
PUB DATE	1997-00-00
NOTE	20p.; For other "Project STEPS" documents, see EC 305 968-972.
AVAILABLE FROM	Project STEPS, Child Development Centers of the Bluegrass, Inc., 465 Springhill Dr., Lexington, KY 40503-1233 (free).
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Agency Cooperation; *Disabilities; Early Childhood Education; *Early Intervention; Evaluation Methods; Family Involvement; Inservice Education; Program Development; Program Evaluation; Public Schools; *School Readiness; *Staff Development; Training; *Transitional Programs
IDENTIFIERS	Project STEPS KY

ABSTRACT

This set of forms is part of Project STEPS (Sequenced Transition to Education in the Public Schools). They are intended to assist communities develop and use a formalized process for assessing the current status of transition within their community and for interagency planning related to the development of a community-wide transition team. The forms are to be completed by a community team during a three-day intensive inservice training session. The inservice process involves three steps: (1) completion of the team vision and scope statement; (2) assessment of the current status (whether formalized policies and procedures are in place, partially in place, or not in place); and (3) development of the transition system plan, including choice of activities for implementation, timelines for completion, and assignment of responsible individuals. The assessment process involves evaluation of current administrative structure, the Interagency Committee, staff development, family involvement, and child transition. (DB)

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ED 423 629

Project STEPS

Sequenced Transition to Education in the Public Schools

Assessment of Current Transition Practices and Transition System Development Plan

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Assessment of Current Transition Practices and Transition System Development Plan

The following document was develop to assist communities with a formalized process for assessing the current status of transition within their community and for interagency planning related to the development of a community wide transition system. This document is completed by a community team during a three day intensive inservice training session using the following process.

Completing the Vision and Scope

Each team is instructed in the process and purpose of determining the scope of the transition system to be implemented and developing a team vision to guide the team during the system planning process.

Assessing the Current Status

The Current Status (left side) of the document is completed by the community team using the follow criteria. The team may answer each question in one of three ways. Answering **"In Place"** indicates there are ***formalized*** policies, procedures, agreements and/or forms that have been negotiated between ***all agencies*** represented on the team and are working ***effectively***. Answering **"Partial"** indicates that the community has addressed the activity, but it is either not yet formalized, does not include all agencies or is not working effectively. Answering **"Not In Place"** indicates that the team has not yet addressed the issue.

Transition System Development Plan

The remainder of the document provides suggested activities to be addressed when developing a community wide transition system. The form includes a format for indicating which activities have been chosen for implementation, timelines for completion and the person who will lead the planning for the development and implementation of the activity. For the purpose of organization, these activities are broken down into five component areas: interagency structure, administration and interagency collaboration, staff, family and child.

The form has been designed to be used throughout the system development process, adding on goals and activities as appropriate (i.e., on an annual basis). When a team completes a goal or activity, they will record the actual completion date indicating that the goal or activity meets the criteria used for the Current Status section of the document (i.e., In Place criteria - formalized, all agencies, effective).

Assessment of Current Transition Practices and Transition System Development Plan

COMMUNITY: _____ DATE: _____

TEAM MEMBERS AND AGENCY REPRESENTED

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

TEAM CONTACT

NAME: _____ AGENCY: _____

ADDRESS: _____

CITY: _____ STATE: _____ ZIP: _____

PHONE: _____ FAX: _____ E-MAIL: _____

TRANSITION SCOPE/DEFINITION:

COMMUNITY VISION STATEMENT:

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Assessment of Current Transition Practices and Transition System Development Plan

Administrative Structure ACTIVITIES	NEGOTIATED AND FORMALIZED			TIMELINES				ACTIVITY LEADER
				Proposed		Actual		
Facilitation Packet (pp. 20-22)	No	In Process	Yes	Initiate	Complete	Initiate	Complete	
1. Structure for operation and participation								
2. Authority of committee to make transition decisions - policy and procedures								
3. Authority of individuals to make agency decisions								
4. Decision making processes and groundrules								
5. Complaint and problem solving methods								
6. Authority of committee to make funding decisions - administration and services								
7. Meeting logistics (time, date, location)								
8. Committee leadership structure a. leadership positions and responsibilities								
b. rotation of leadership positions								
9. Team building opportunities								
10. Effective meeting strategies a. meeting structure (agenda)								
b. brainstorming groundrules								
c. discussion and meeting groundrules								
c. recording techniques (minutes)								
11. Setting priorities								

Assessment of Current Transition Practices and Transition System Development Plan

CURRENT STATUS			Administrative ACTIVITIES	CHOSEN FOR IMPLEMENTATION		TIMELINES Proposed		Actual		ACTIVITY LEADER
* In Place	** Partial	Not In Place		Yes	No	Initiate	Complete	Initiate	Complete	
			1. Identify agencies and services available within the community.							
			2. Identify a single contact person within each agency.							
			3. Negotiate transition timelines for broad based activities.							
			4. Negotiate procedures and timelines for conducting the IFSP/Transition Conference.							
			5. Negotiate procedures and timelines for the referral process.							
			6. Negotiate procedures and timelines for the evaluation process.							
			7. Negotiate procedures and timelines for planning and conducting the IFSP/IEP and placement meetings.							
			8. Negotiate procedures for follow-up on children in transition.							
			9. Identify staff concerns and needs related to transition.							
			10. Identify family concerns and needs related to transition.							

* **In place** - Formalized by all agencies defined in scope, input from families and working effectively
** **Partial** - Provide information on what is in place

Assessment of Current Transition Practices and Transition System Development Plan

CURRENT STATUS			**Interagency Committee** ACTIVITIES	CHOSEN FOR IMPLEMENTATION		TIMELINES Proposed		Actual		ACTIVITY LEADER
* In Place	** Partial	Not In Place		Yes	No	Initiate	Complete	Initiate	Complete	
			1. Involvement of the Local Interagency Committee (LIC) in transition issues and policy development.							
			2. Involvement of the LIC in transition through: a. transition committee or subcommittee							
			b. standing meeting agenda item							
			3. Include other agencies in the LIC as needed to address specific issues.							

* **In place** - Formalized by all agencies defined in scope, input from families and working effectively
** **Partial** - Provide information on what is in place

Assessment of Current Transition Practices and Transition System Development Plan

CURRENT STATUS			Staff ACTIVITIES	CHOSEN FOR IMPLEMENTATION		TIMELINES Proposed		TIMELINES Actual		ACTIVITY LEADER
* In Place	** Partial	Not In Place		Yes	No	Initiate	Complete	Initiate	Complete	
			1. Conduct inservice training for staff on appropriate topics as identified: a. federal, state and local regulations							
			b. receiving and sending agency's operation and funding							
			c. options for placement							
			d. staff involvement due process							
			e. staff role in the transition process							
			2. Facilitate communication among sending and receiving agency staff through: a. cross program visitation							
			b. joint inservice training sessions							
			c. videotapes							
			d. follow-up packets							
			3. Outline procedures for staff involvement in the transition conference and other planning meetings.							
			4. Outline procedures for staff involvement in referrals.							
			5. Outline procedures for staff involvement in evaluations.							

Assessment of Current Transition Practices and Transition System Development Plan

CURRENT STATUS			**Staff** ACTIVITIES	CHOSEN FOR IMPLEMENTATION		TIMELINES Proposed		Actual		ACTIVITY LEADER
* In Place	** Partial	Not In Place		Yes	No	Initiate	Complete	Initiate	Complete	
			6. Outline procedures for staff involvement in the IFSP/IEP development process.							
			7. Outline procedures for staff involvement in follow-up.							
			8. Staff identify and assess skills needed in the next environment using a systematic process.							
			9. Staff use developmentally appropriate strategies to provide instruction on skills identified as needed in the next environment.							

* **In place** - Formalized by all agencies defined in scope, input from families and working effectively
** **Partial** - Provide information on what is in place

Assessment of Current Transition Practices and Transition System Development Plan

CURRENT STATUS			Family Involvement ACTIVITIES	CHOSEN FOR IMPLEMENTATION		TIMELINES Proposed		Actual		ACTIVITY LEADER
* In Place	** Partial	Not In Place		Yes	No	Initiate	Complete	Initiate	Complete	
			1. Develop options for increasing family awareness of laws and regulations.							
			2. Outline procedures for including families in: a. the transition conference							
			b. awareness of placement options							
			c. the referral process							
			d. the evaluation process							
			e. the IFSP/IEP process							
			f. the placement process (meetings)							
			3. Provide families with a variety of options for gaining knowledge about program options and the transition process. a. group meetings/training sessions							
			b. interagency support groups							
			c. individual assistance							
			d. video tapes and/or web sites							
			e. newsletters							
			f. program visitations							
			g. written information							
			4. Provide information & strategies to assist families in preparing the child.							
			5. Develop procedures for linking families to supplemental services.							

Assessment of Current Transition Practices and Transition System Development Plan

CURRENT STATUS			Child Preparation ACTIVITIES	CHOSEN FOR IMPLEMENTATION		TIMELINES Proposed		TIMELINES Actual		ACTIVITY LEADER
* In Place	** Partial	Not In Place		Yes	No	Initiate	Complete	Initiate	Complete	
			1. Develop procedures for systematically identifying the skills children will need when they enter the next educational placement.							
			2. Develop methods for targeting skills and strategies for incorporating them into regular activities in the classroom or program.							
			3. Develop procedures and methods for incorporating a transition plan into the IFSP/IEP or program plan for each child.							
			4. Develop and implement procedures for insuring follow-up on children making the transition.							

* **In place** - Formalized by all agencies defined in scope, input from families and working effectively
** **Partial** - Provide information on what is in place